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AUTHOR	Bromfield, Marcia
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ABSTRACT

This paper describes college-school partnerships between Lesley College, Massachusetts and surrounding local schools. The partnerships fall into three categories: 1) training of preservice teachers in intensive, 1-year, field-based clinical masters programs, where coursework and field experience are integrated in an onsite clinical model; 2) professional development of teachers and facilitation of school change; and 3) Professional Development Schools (PDSs) engaged in simultaneous renewal of the school and the college. In order to sustain and support these partnerships, new structures and roles have been created. The overriding structure for sharing across partnerships is the PDS/Partnership group, comprised of representatives from the various collaborative models, which meets monthly. Most of the models have like-group meetings as well as larger collaborative meetings, so opportunities exist for conversations with similar and different types of partnerships, thus creating a network of networks. New roles to support the partnerships have placed faculty and administrators in different positions. Collaborating teachers and schools are encouraged to cooperate and share ideas in order to make the partnerships work. The Lesley College partnership proposes that PDSs are not the only model worthy of implementation, and that in fact, a variety of collaborative partnerships will better meet the needs of all constituencies and lead to educational renewal. The attachments contain descriptions of specific partnership programs. (Contains 16 references.) (SM)

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SCHOOL-COLLEGE COLLABORATION: ONE COLLEGE, MANY PARTNERS

Symposium presented at the Annual Meeting of the American Association of Colleges for Teacher Education
Washington, D.C.

February 27, 1999

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SCHOOL-COLLEGE COLLABORATION: ONE COLLEGE, MANY PARTNERS

INTRODUCTION

Marcia Bromfield, Ph.D., Associate Professor and Director of Field Placement and Professional Development Schools, Lesley College, Cambridge, MA

Much of the current literature on teacher education is devoted to the promotion of school-college partnerships, dedicated to the preparation of preservice and the professional development of veteran teachers. There is a proliferation of such collaborative ventures all around the country. They are called by such names as Professional Development Schools (Holmes Group, 1986, 1990; Teitel, 1992; Darling-Hammond, 1994), Professional Practice Schools (Levine, 1988), field-based teacher preparation programs (Wilmore, 1996), and Clinical Schools (Abdal-Haqq, 1992). At Lesley College, we have embarked for more than 20 years on a variety of models of partnerships and collaborations with schools. We believe that this range of collaborative ventures is necessary in order to promote the practices that will shape the future of Schools of Education.

Our partnerships generally fall into three categories of models. Several of the partnerships involve primarily the training of preservice teachers in intensive, year-long, field-based clinical masters programs, where coursework and field experience are integrated in an on-site clinical model; others, primarily funded through grants, are focussed on the professional development of teachers and the facilitation of school change; still others are Professional Development Schools, which are engaged in simultaneous renewal of the school and the college (Teitel, 1994). We have partnerships of these three types with fifteen different schools. Many of these partnerships also provide direct service to children. Partnerships become a vehicle to integrate and solicit available resources, both external to, and from within, the college and the schools. Features of these categories aren't necessarily mutually exclusive; for example, aspects of activities in our PDSs have been funded by grants, and most partnerships involve student teachers or interns. At least 100 preservice teachers are trained in these models each year. In the field-based models, professional development of veteran teachers occurs through involvement in teaching preservice teachers and acting as mentors.

In order to support, sustain, and institutionalize these partnerships, new structures and roles must be created. In these different partnerships, we have developed several new structures, some of which are appropriate for certain types of partnerships and not for others. We provide opportunities for networking, both across and within different types of partnerships. The overriding structure for sharing across partnerships is the PDS/ Partnership group, comprised of representatives from the various collaborative models, which meets monthly. Different partnerships have their own decision-making and advisory bodies, such as steering committees at the individual schools or cross-school meetings. Other structures which have been created across groups are book/ study groups, and PDS/ Partnership mini-conferences. A "Partnership

Update" is disseminated annually to the School of Education and to our partners.

In a sense, there is a web of structures which bring people together. Most of the models have like-group meetings, as well, such as the Collaborative Internship meetings and PDS meetings; thus opportunities exist for conversations with similar, as well as different, types of partnerships, creating a "network of networks" which facilitates collaboration and allows for support of those people from the college who are involved in these partnerships. All of these initiatives have helped to prevent and reduce the isolation and marginalization often felt by people involved in school-college partnership efforts. Many full-time core faculty are involved, and information about the collaborations is discussed in various venues. Partnerships are woven into the very fabric of our institution.

New roles have been developed as well, in order to support and institutionalize these models. The role of Director of Field Placement has been officially expanded to include coordination of school-college partnerships. PDSs have faculty liaisons assigned as part of their teaching loads to work in the schools. Field-based programs have either college or school faculty assigned as part of their roles to coordinate the programs, as well as to do some of the supervision and teaching of courses. Other collaborations either have people assigned on-load or as overload to be in the schools on a regular basis. These models have been institutionalized and sustained over time by a strong commitment at all levels of the college and the schools. The college has supported faculty and the schools have found ways to give time to teachers to do the necessary work.

In order for these partnerships and structures to exist and shape the future of Schools, Colleges, and Departments of Education, there must be a spirit of collaboration and cooperation, and a positive, trusting, respectful attitude of institutions toward each other. Conversations among participants can help each entity grow and change. Not only must we collaborate and cooperate with schools, but, rather than compete, we must also work with other colleges to share ideas about successful practices. Our college has been involved in several such collaborative efforts, such as the Massachusetts PDS Network Steering Committee; a collaborative among field placement offices from several colleges and the Boston Public Schools, particularly related to mentoring; the Cambridge PDS Network of three colleges and the Cambridge Public Schools, representing nine PDSs; and the Massachusetts Consortium for Initial Teacher Professional Development, which includes four school-college partnerships. The spirit of collaboration in each of the groups has strengthened the work of the colleges and schools involved. The sharing of ideas and experiences has enabled successful practices to spread. The individuals involved, who are leading partnership efforts at their own institutions, have supported each other professionally and personally, and in doing important work together have been able to help each other problem-solve challenging situations.

The importance of school-college partnerships for renewal and reform of both

teacher education and public schools has been discussed in the literature for many years (Trubowitz, 1984; Goodlad, 1988,1994; Holmes Group, 1986, 1990; Levine, 1992; Darling-Hammond, 1994; National Commission on Teaching and America's Future, 1996; Levine and Trachtman,1997). Much of the current literature focuses on the Professional Development School model, and debates exist about whether or not a particular partnership meets the goals, definitions, and standards of a PDS. Teitel (1996, Pg. 8) asks the question, "Should standards allow for a more flexible mix of activities, and consider as PDSs partnerships addressing only two or three of the areas on the PDS agenda? Should there be some sort of expectations that a partnership will be developing more in certain other areas in the future?" An additional question might be whether some of the partnerships that concentrate on two or three (or even one) of these areas should be considered another equally valid type of entity, no less meaningful than a PDS, but as important in satisfying specific needs and goals of the partners involved?

Christensen, Epanchin, Harris, Rosselli, Smith, and Stoddard (1996) have identified, from the literature on partnerships, seven key variables which are necessary for success. These include the following: external contextual demands for change, such as calls for educational reform; the need to find common ground or a shared vision and mutual goals between partners, with a commitment to mutual reexamination and evolution of the goals over time; commitment from the highest levels of leadership, with flexibility given to partners; strong, trusting, respectful relationships and communication among several key individuals who will make the partnership work; sufficient time on an ongoing basis to do the work of beginning and maintaining the partnership and patience over a long period of time to allow the relationship to develop; adequate institutional financial support; continuing positive benefits and rewards to all constituencies. These variables can be applied to all types of partnerships as predictors of long-term success. However, they do not dictate that all partnerships have the same goals or identifying features.

Based on our review of the literature and the Lesley College experience, we propose that PDSs are not the only model worthy of implementation, but that, in fact, a variety of partnerships or collaborative models, each with its defining characteristics, will better meet the needs of all constituencies and lead to educational renewal. This recognition of the importance of varied forms of school-college collaboration may be necessary for the future health of Schools, Colleges, and Departments of Education.

Our partnerships have a history and longevity, as well as an institutionalized structure, that has allowed us the opportunity for reflection on and analysis of the issues involved with a wide variety of different types of relationships. Our collaborations are with urban and suburban, public and private, schools. We have the benefit of our experience of over 20 years of partnerships which have had varied impacts on our teacher education programs and on schools. We have learned that there are many challenges involved in collaborative work between colleges and schools. A strong emphasis on partnerships

requires changes in roles, structures, and resources in order to support the work. Individual partnerships will benefit from collaboration, not competition, with other colleges and schools. Communication is critical so that the partnerships can influence and disseminate information to the School of Education and the larger community.

It is our contention that a variety of models of school-college partnerships is necessary to provide the maximum benefit to our students, our faculty, our partner schools, and to children. One model does not serve everyone's needs; there cannot be a one-size-fits-all mentality. There are advantages, disadvantages, and varied impacts, depending on the type of partnership. All have value in their own way, as long as they are the result of a process of communication, mutual goal setting and a shared vision, and as long as they meet the needs of the parties involved. In the following sections of this paper, we will present some of the different models of partnerships in which we are involved.

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HOOD CHILDREN'S LITERACY PROJECT
CHARLES H. HOOD FOUNDATION

William Stokes, Ed.D., Professor and Director of Hood Literacy Project,
Lesley College

The **Hood Children's Literacy Project** at Lesley College is supported for a three year period by the **Charles H. Hood Foundation**. The Project draws together and supports a number of literacy initiatives, extends partnerships between the college and 3 local public schools, fosters connections between school-based experiences and family literacy, and undertakes a thorough investigation of early literacy learning and most effective school practices. The Project has been focused upon:

- building partnerships between schools and the college that support continual professional development and improved preparation of teachers entering the profession;
- helping teachers and administrators undertake ELLI Training, which builds upon Reading Recovery programs
- collaborating with teachers in defining new literacy practices appropriate to an increasingly diverse and technological society;
- investigating early literacy development and its relation to later literacy learning throughout the school years;
- developing strategies for increasing literacy for those children who may experience early school failure;
- developing new approaches to support literacy in families where English is not a first language

Model for the Hood Children's Literacy Project

The Project extends the scope of partnerships now existing between Lesley College and local schools by building upon the relationships established through the Reading Recovery Project, the Early Literacy Learning Initiative, the Professional Development Schools, and other collaborations. The schools that have been selected for participation meet a number of criteria which include a significant proportion of students receiving free or reduced lunch plans, as well as a significant proportion of linguistic minority students.

The Project provides funding for Lesley College faculty to undertake more work in schools. And it provides funding for the professional development of teachers through several channels including: ELLI training; participation in the Literacy Institutes, the Hood Forums, and professional conferences; purchase of materials (e.g., books, other literacy related materials and computer peripherals) that offer to demonstrate effective literacy practices; and, supporting release time for teachers to plan within teams and visit other sites. At two sites, a consultant on what is know as the "writing process" will become a "writer in residence" in order to work closely

with teachers in their classrooms as they implement the composition standards of the Massachusetts Curriculum Frameworks.

The Project also seeks to place student teachers and other advanced graduate students to work with teachers and school administrators. In addition to providing formal, in-service professional development on a monthly basis, the Project faculty work directly with teachers on action research projects. One of these is a study of the effects of increasing access to computers upon 5th grade children's writing. The classroom in question has five Apple Macintosh computers, too few for all the children to use effectively. The Project purchased seven AlphaSmarts, keyboards with LCD screens and 64K memory. These light weight, inexpensive "peripherals" allow more children to write drafts on these and then to transfer the files to the full feature computers for revision and editing. Half the children in the class can then be working directly with the technology at the same time. The procedure also makes the "writing process" more visible and adds significance to the efforts to revise and finalize pieces of writing. Data is being kept on all the children's writing over a four month period.

Other Recent Activities

- Publication of two issues of *Currents in Literacy*;
- Creation of a Project Web site at http://www.lesley.edu/hood.html and the construction of school based Web sites
- Project personnel conducted a six-week pilot summer program for Arlington students;
- Project WRITE (Writing/Reading Initiative Toward Excellence) was launched: bringing the writing programs in alignment with the MA State Curriculum Frameworks and the MCAS examinations;
- Project faculty developed a "Literacy Profile" model for assessing classroom literacy practices;
- Students at the Hardy School established *The Hardy Times*, a student newspaper;
- Forums held to bring national experts in literacy to meet with teachers and others around issues ranging from phonics to ESL to ELLI;
- Participation in the writing of grants to support after-school programs for students at risk – these efforts involving both teachers and parents

Outcomes

Because the Project is supported by a three year grant, it is necessary to plan for the discontinuation of the Project. The intended long term outcomes are centered on demonstrating the importance of continual professional development of teachers through the establishment of extensive collaboration between the School of

Education at the College and the public schools with whom we have partnerships. The Project will have succeeded by changing the literacy practices at the schools, by the creation of new curriculum alignments and by developing new approaches to assessment – all of which will continue in place beyond the duration of the Project.

We are now seeking new funding to extend the Project. If that funding is forthcoming, our intention is to move the project to new schools where there are similar needs.

THE LESLEY COLLEGE/CAMBRIDGE PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT SCHOOL PARTNERSHIPS

Sondra Langer, Associate Professor, Lesley College
Harriet Deane, Assistant Professor, Lesley College
Marcia Bromfield, Associate Professor, Lesley College

Background and History:

In 1992, after more than a year of planning between the school system and the college, Lesley College and the Cambridge Public Schools initiated Professional Development Partnerships with three of Cambridge's (K-8) schools: the Agassiz, Harrington, and Peabody Schools. In the following year a fourth partner, the Tobin School, was added. During the planning year the schools developed proposals which outlined some initial goals they hoped to achieve as part of the school/college relationship. As the partnerships developed, goals were revised to reflect the needs, culture and resources of individual schools and of the College. Although the needs were different in each school, topics such as literacy, math, science, technology, and classroom climate became common focus areas.

The partnerships had support in the beginning from the highest level of administration of both school and college. The Lesley/Cambridge partnerships also became part of an emerging statewide network of Professional Development School partnerships which was coordinated by the Massachusetts Field Center for Teaching and Learning.

Structures and Programs:

The intent of the Lesley/Cambridge Professional Development School partnerships is to build collaborative models that will enhance the preparation of preservice teachers, will provide professional development opportunities for school and college faculties, and will improve education for all children. Although each partner school developed agendas to meet its individual goals and priorities, some common structural elements helped give definition to the partnerships. A college liaison, who is a core faculty member in the School of Education, is assigned a quarter time of his/her teaching load to a partner school and is on site one day a week in the school. Each college liaison meets frequently with administrators and teachers and facilitates school/college connections.

Some schools have formal Professional Development School coordinating groups. Others use staff meeting time or cluster meetings for discussions concerning PDS initiatives. College liaisons serve on the school council, supervise a cluster of prepracticum or practicum students from Lesley, work with teacher liaisons to lead on-site orientations and seminars for student teachers and interns. They communicate with other offices and schools in the college on the

development of initiatives with the schools, bring professional development opportunities to the school and to the college, and work with teachers and administrators on grant writing. One classroom teacher at each school receives a stipend each year to work as the school liaison. She/he focuses on the preservice component: co-leading the prepracticum seminar, arranging for classroom observations, setting up a "rounds" model, leading informal lunch time discussions with student teachers, and connecting students to the resources in the school community.

Clusters of graduate and undergraduate students from the college use the professional development schools as sites for the prepracticum, practicum and clinical experiences as well as for field based observations for classes. Interns from the education, counseling psychology, educational administration, and expressive therapies programs have also been placed in the schools. School and college faculty have worked together to design field experiences and have created some new models including an enhanced prepracticum field experience and a year-long internship program. Classroom teachers have participated in curriculum design work at the College, and as part of a Goals 2000/Eisenhower grant, have been members of faculty teams working on the redesign of the early childhood, elementary and middle school certification programs.

School faculty serve as speakers in college courses, present at institutes and workshops, co-teach student teaching seminars, and serve as adjunct faculty teaching courses in the teacher certification program. College faculty offer workshops in the school when invited and school faculty have planned professional development days to take place at the college. Lesley offers two free spaces to each Cambridge Professional Development School at college sponsored institutes and conferences and provides the schools with library cards that gives them access to the resources of the college library. The schools have given the College access to classrooms in order that student teaching seminars can be offered on-site in schools. A significant number of teachers have pursued Master's degrees or second certificates at the College. Many teachers use the vouchers they receive for supervising student teachers to enroll in college courses and continue their own professional development.

Each of the partnerships has selected curriculum initiatives that support the school's priorities and goals. The Peabody and Harrington Schools are participating in Reading Recovery and the Early Literacy Learning Initiative (E.L.L.I.) Program offered by the Center for Reading Recovery at Lesley College. The Hood Literacy Project, for grades 3-5, is another initiative at the Harrington School staffed by Lesley faculty. The college liaison at Tobin, a faculty member in Technology in Education, has been using his expertise to work with teachers and students on technology related projects. He worked with students who designed a web page for the school and has trained a "tech team," a group of students who are technology specialists and give support to other students and teachers. Technology was also a major

initiative at the Agassiz School, and the college liaison served as coordinator of a math and technology grant, funded by the Nynex Corporation.

In addition to on-going activities in individual schools, one of the goals of the partnerships is to bring college and classroom teachers together to talk about their work and reflect on their practice. An activity funded by Lesley's professional development grants was the creation of a book study group in which school and college faculty selected several books organized around a particular theme and came together for a series of book discussions.. These study groups provided an opportunity for cross-school, cross-system discussions.

Mini-conferences , planned by a group of faculty representing Lesley's Boston and Cambridge urban partnerships, are organized around discussion groups and poster sessions offered by teachers from the various partnership schools. Mini-conferences provide a vehicle for showcasing innovative practices in the schools and give teachers an opportunity to meet one another and share ideas. Following the first conference, several teachers arranged to visit each others' schools and continue the contact established at the conference. Other initiatives that brought teachers together were a yearlong support group for beginning teachers and a grant that provided funding for groups of teachers, college faculty and parent liaisons to plan parent involvement activities.

The Cambridge/Lesley Professional Development Schools have also been part of grants written by the Cambridge Public Schools for their network of school/college partners. A three year grant funded by the PEW Charitable Trusts provided support to set up school leadership teams and leadership forums. The focus of a Goals 2000/Eisenhower grant, funded by the Massachusetts Department of Education, has been on practitioner input into the preparation of new teachers. Both grants created forums for school and college faculty to come together and discuss issues of teaching and learning.

Sustainability and Impact of the Partnerships:

Finding multiple vehicles for on-going communication is one of the keys that has helped the partnerships survive and grow. Providing a diversity of activities and different ways of being involved has made participation in the activities of the partnership possible for an ever widening group of college and school faculty and students. It has been critical to the growth of the partnerships to have support from the highest levels of administration and for the school partnerships to be seen as an integral part of the work of both institutions. Key roles are funded as part of institutional budgets----Director of Field Placement and Professional Development Schools, college liaisons, vouchers that support the work of cooperating teachers. The partnerships have continued in spite of major changes in personnel--superintendent of schools, deans of school of education, school principals, college liaisons.

As awareness in both institutions grows regarding the partnerships, the institutions begin to look to one another when new initiatives appear. For example, the college is involved in several service learning initiatives and the focus of a spring day of service will be on service in the Professional Development Schools and their communities. "Action Builds Community," a day of service for Lesley College and the Cambridge community, is being planned collaboratively by representatives of many constituencies in the Lesley community and the communities of the Professional Development Schools.

Although, there have been evaluation components attached to several of the grants that the partnerships have generated and although we have collected some anecdotal evidence of the impact of the partnerships, we are currently engaged in a formal collection of data in order to analyze the impact of the partnerships on the professional development of school and college faculties and on the preservice preparation of teachers. This impact study will help the college and the schools shape future directions of the partnerships.

THE DEVER SCHOOL/LESLEY COLLEGE PROGRAM: TEACHING AT THE POINT OF PRAXIS

Rebecca B. Corwin, Ed. D., Professor, Lesley College

The partnership:

Many graduates of teacher training programs complain that they are not adequately prepared for the reality of schools. Some report that schools are not what they were led to believe in their college training, that colleges represent children too idealistically, and the climate of a school system is much more complex than they had imagined. They feel unprepared to face what has been termed "the dailiness of teaching". Consequently nearly 30% leave in their first two years of teaching because they become frustrated by working in the school systems. In urban systems the number who leave is closer to 50%. Society can ill afford this loss. Teacher education must become more closely attuned to preparing graduates to work in the daily realities of schools.

The partnership between the Paul A. Dever School in Dorchester and Lesley College in Cambridge was formed in the Massachusetts Consortium for Initial Teacher Professional Development in 1995, sponsored by the Massachusetts Department of Education through Eisenhower funds. The program was planned to minimize the psychological and practical distance between coursework and practica by immersing graduate students and their elementary education professors for one full year in the school for more than half of the coursework and all of the practicum work.

As the model is currently implemented, one professor is resident in the school for the year (although that model changes depending on the faculty needs and strengths). The school donated a room that serves as a classroom for the interns' courses, a richly equipped resource collection and lending library for interns and teachers, and a meeting room for the school faculty, intern groups, or small groups of elementary students and instructors. Increasingly, the faculties of Dever and Lesley see themselves as a small school of education within a larger one, because the school is naturally the place where coursework, practica, and professional development come together most powerfully. This puts the college faculty in the position of teaching at the point of practice.

The presence of the fourteen interns and a professor has had a strong impact on the culture of the school. It is as though a rock were thrown into a pond, and the ripples spread and spread; the interns have kept the school a bit off balance for three years, and this seems to have had a salutary effect.

Everyone has been affected by this immersion program. The interns' presence in classrooms has helped classroom teachers learn more about innovative practices. The college faculty who instruct the interns have to revise and rethink their courses in order to take full advantage of being in the school. As the project has evolved, the challenges inherent in creating and then nurturing such a complex web of

training have deepened and become clearer. We enter our fourth year with a strong sense of our next steps.

To date, the school and the college have each gained; interns have a strong and realistic preparation for urban teaching; elementary teachers have enjoyed working with interns and are planning their curricula based on interns' continuing presence in the school; college faculty are learning to plan their courses with an eye to clinical classroom work. At this point the partnership is viable, with commitments from both the college and the school to continue past the termination of state funding. The first and second graduating cohort of interns is currently being researched, and they are emerging with the look and feel of experienced and effective teachers.

The program:

The program is geared toward the education of elementary school teachers, and offers the standard elementary teaching certificate and the master's degree. It is possible to do the program in one calendar year, but the best configuration is one school year and two summers. Graduate students who enter the program may have come directly from undergraduate school or may be career changers. Often they are changing from professions that they have found not to be satisfying; many say they always wanted to teach but were discouraged from doing it. The diversity of backgrounds allows a very strong cohort bond to be created; students make connections during the year, and learn to rely on each other as a group. This cohort model was deliberately designed into the program in the hopes that it would create an image of practice that runs counter to the individualistic ethos of most school cultures.

Students are required to take the literacy course during the summer before they enter the program. During the fall semester they take the courses for the provisional certificate with advanced standing; they also do the prepracticum and provisional practicum. Thus they can emerge from the first semester with the provisional certificate with advanced standing. In January courses are offered at the Dever site; interns are not in classrooms during this month. The clinical practicum extends from February until the last school day in June.

Semester	Course	Credits
Summer	*Teaching Literacy	3
	•*Philosophy of Education	3
	•*Elective	3
Fall	Methods and Materials in Mathematics Education	3
Fall	An Interdisciplinary Approach to Teaching and Learning	3
Fall	Psycho-social Development	3
Fall	Provisional Practicum and Seminar	4

The challenges that the college and school face are similar: to develop and support excellence in teaching practice in the face of overwhelming demands on time, standards that require teachers to adapt to new curriculum demands every year, large classes, and chronic shortages of resources (especially time). Nevertheless, we are all working toward surmounting those challenges. As the college faculty adapt their coursework toward teaching at the point of practice, and as the school faculty adapt their classroom expectations toward developmentally appropriate curricula, we find we are making headway.

Mentor training has been provided to any interested school faculty members; grants have also paid for the interns and teachers to be trained together on the new literacy program. Teachers participate in after-school workshops taught by college faculty; college faculty participate in workshops taught by teachers. College faculty participate in a mathematics study group sponsored by the Boston Public Schools. Teachers make presentations in the college courses. The school counselor has talked with interns about typical presenting problems. Two teachers have co-taught the college's special needs course. We see this as a point of development between two cultures--development that will enhance both without diminishing either. It is truly a win-win program.

The challenges to the college and the school include: recruitment for diversity, articulation of policies and procedures to include all members of the community, planning for course work and other learning experiences that will enhance the development of both college interns and practicing professionals; development of mentoring skills and performance-based assessments of both intern and experienced teachers; enhancing the work of the school community as it works on educational reform issues. How can we improve everyone's practice without exhausting every part of the school community? How can we best assess teaching and learning? How can we use students' work to inform our planning for instruction? Sharing these challenges is part of being in the school community and the school culture; as we learn to do it we are enhancing everyone's construction of ideas of best practice.

THE COLLABORATIVE INTERNSHIP PROGRAM

Beverly Malone, Director, Teacher Training Institute at
Buckingham Browne & Nichols

Editor's note: Some of the material for this report was drawn from an article that appeared in the BB&N, 1998 fall Bulletin pp. 7-11. "Teacher Training Institute," by Page Shagrue.

Introduction

Teaching is a vastly complex entity, challenging and rewarding. The American Association of Colleges for Teacher Education produced a report in 1976 entitled, Educating a Profession. In this document the Bicentennial Commission of Education stated, "to be effective, teacher education must be a collaborative effort which involves the university, the organized teaching profession, and the operating schools and school systems, including their communities." Fortunately, Lesley College had the foresight to originate just such an initiative with local independent schools over a quarter of a century ago. Presently, the Lesley College Collaborative Internship Program is affiliated with five independent schools in Massachusetts including Belmont Day School, Brookwood School, Buckingham Browne & Nichols School, the Pike School and Shady Hill School. Each program offers students the opportunity to immerse themselves in the daily routine of a particular school for one full year while taking graduate education courses. These graduate courses are taught both at the independent school by their own faculty as well as professors at the Lesley College campus. For brevity sake, only one school, the Buckingham Browne & Nichols School, will be reviewed in detail.

The Constituency and Design of Model

The collaboration between Buckingham Browne & Nichols and Lesley College began in 1977. Admissions to this program is highly competitive: approximately 12 teachers-in-training are accepted each year from an applicant pool of nearly 100 candidates. The 1998 class of applicants was typical, representing a potpourri of cultures, ages, nationalities and experience. Aged 22 to 45, the five men and seven women brought many talents to the school, as bankers, Ph.D's, microbiologists, engineers or recent college graduates. Most of all, they all had an excitement for life-long learning and the willingness and ability to convey that excitement to children.

Once accepted by Buckingham Browne & Nichols, students then apply to Lesley College for admission to the joint Master of Education Program. Students may choose professional training in Early Childhood (Kindergarten through Grade 3), Elementary (Grades 1 through 6), or Middle School (Grades 5 through 9.)

For students, the year in the Lesley-affiliated program is challenging and exceedingly full. Their days begin at 7:45 a.m. at BB&N and my not finish until 10:00 p.m. at Lesley College. Requirements include classsroom work and preparation, teaching, six graduate courses at BB&N, and six graduate courses at Lesley College. Students are advised to begin the Lesley College course work the summer prior to the BB&N

teaching and finish the remaining courses the second summer. Thus, a concrete structure for the merging of theory and practice is well established.

Like many other students at BB&N, the teacher intern follows an academic calendar that changes with the semester. From September until December and then January through June, the new recruit tries two different placements and two "cooperating" or head teachers. During each semester, an intern is expected to participate fully in the class, working with individual students, teaching separate sections, attending parent conferences, and writing reports. Each term culminates with the intern's own project, designed and presented for three consecutive days in the fall; in the spring, he or she teaches for a minimum of a full week.

One of the most valuable features of the BB&N/Lesley College alliance is the professional relationship between the "cooperating teacher" (head teacher) and the teacher-in-training. This daily interaction serves to energize each of them. The cooperating teacher shares the wisdom of experience, whether it be in child development, curriculum initiatives, parent education, or the school culture. Yet, the intern equally shares the energy of innovative practices and the wonderment of "what if....."

Another unique aspect of this collaboration is having a BB&N faculty member serve as an on-site supervisor. Observations, questions, meetings all can be arranged on a daily basis and not left to occasional visits from the College supervisor.

Impact/Outcomes

Those students who graduate from the Collaborative programs receive a Master's in Education degree from Lesley College and are certified in Early Childhood Education, Elementary Education or Middle School education. This credential enables them to teach in public, independent, and, most recently, charter schools.

The credentials are only one of the significant outcomes. The college prepares teachers who know the realistic joys and demands of the profession and thus there is more likelihood that the professional will commit to teaching for a longer period of time. The school gains by having older professionals energized by the neophyte teacher as well as providing for more desirable student-teacher ratios. Ultimately it is the child who benefits by seeing two people sharing, teaching and learning together. After all isn't that what education is all about?

EARLY CHILDHOOD EDUCATION PROGRAM (Pre-K-3)
BUCKINGHAM, BROWNE AND NICHOLS SCHOOL
Master's Degree Program in Education (M.Ed.)
Leading to Provisional with Advanced Standing and Standard Certification

Lesley College School of Education offers a Master's Degree Program in cooperation with the Buckingham, Browne and Nichols School in Cambridge, Massachusetts. Buckingham, Browne and Nichols School is an independent co-educational day school.

PROVISIONAL CERTIFICATION COMPONENT **16-20 CREDITS**

•EEDUC 5131	Developmental Learning	3 cr.	Lesley
•EEDUC 5130	Integrated Curriculum for Early Childhood I: Math and Science	3 cr.	BBN
•EEDUC 5129	Integrated Curriculum for Early Childhood II: Literacy and the Arts	3 cr.	Lesley
EEDUC 5128	Integrated Curriculum for Early Childhood III: Social Studies and Classroom Life	3 cr.	BBN
EEDUC 7726	Provisional Practicum and Seminar in Preschool Education*	4 cr.	BBN
EEDUC 7727	Provisional Practicum & Seminar in Early Childhood Education (Pre-K-3)	4 cr.	BBN

(Successful completion of a 75 hour pre-practicum field experience is required prior to the Provisional Practicum.)

• Required pre-practicum course.

* Students who demonstrate significant competence and experience in Day Care, Nursery School, Head Start, or other Preschool programs have the option of applying to waive the preschool practicum. Each practicum in the Early Childhood program requires the minimum of 150 hours in each site for a total of 300 hours.

STANDARD CERTIFICATION COMPONENT **21 CREDITS**

Multicultural Education (select one of the following) 3 cr. Lesley

EEDUC 5124	Multicultural Issues in Education		
EEDUC 6111	Multicultural Curriculum: Pedagogy and Practice		
EEDUC 5038	Racism in Education: Historical Perspectives and Current Realities		

Inclusion-Special Education

EEDUC 5120	Young Children with Special Needs	3 cr.	Lesley

Certificate Specific Courses

EEDUC 6109	Observation, Documentation and Assessment	3 cr.	BBN
EEDUC 5115	Families, Society and Schools	3 cr.	Lesley
EEDUC 5104	Literature for Children and Young Adults	3 cr.	Lesley

Clinical Experience

EEDUC 7734	Clinical Experience and Seminar in Early Childhood Education: Pre-K-3	4 cr.	BBN
EEDUC 7109	Seminar in Classroom Inquiry	2 cr.	BBN

TOTAL CREDITS = 37-41*

* Lesley College reserves the right to revise courses, credits or programs of study to strengthen the academic integrity of the program and/or satisfy external accrediting agencies.

2/96

ELEMENTARY EDUCATION PROGRAM (1-6)
BUCKINGHAM, BROWNE AND NICHOLS SCHOOL
Master's Degree Program in Education (M.Ed.)
Leading to Provisional with Advanced Standing and Standard Certification

Lesley College School of Education offers a Master's Degree Program in cooperation with the Buckingham, Browne and Nichols School in Cambridge, Massachusetts. Buckingham, Browne and Nichols School is an independent co-educational day school.

PROVISIONAL CERTIFICATION COMPONENT — 16 CREDITS

•EEDUC 5102	Methods and Materials for Teaching of Elem. School Mathematics	3 cr.	BBN
•EEDUC 5121	Literacy: The Integration of the Language Arts	3 cr.	Lesley
•EEDUC 5122	Development and Learning: Psycho-social Perspectives in Education	3 cr.	Lesley
EEDUC 5123	Interdisciplinary Approach to the Content Areas	3 cr.	BBN
EEDUC 7733	Provisional Practicum and Seminar in Elementary Education (1-6)	4 cr.	BBN

(Successful completion of a 75 hour pre-practicum field experience is required prior to the Provisional Practicum.)

• Required pre-practicum course.

STANDARD CERTIFICATION COMPONENT — 21 CREDITS

Multicultural Education (select one of the following) — 3 cr. Lesley

- EEDUC 5124 Multicultural Issues in Education
- EEDUC 6111 Multicultural Curriculum: Pedagogy and Practice
- EEDUC 5038 Racism in Education: Historical Perspectives and Current Realities

Inclusion-Special Education (select one of the following) — 3 cr. Lesley

- ESPED 5100 Special Needs: An Inclusive Perspective
- EEDUC 5037 Strategies for Inclusive Schooling

Certificate Specific Courses

EEDUC 5103	Philosophical and Cultural Foundations of Education	3 cr.	Lesley
EEDUC 5104	Literature for Children and Young Adults	3 cr.	Lesley
EEDUC 6109	Observation, Documentation and Assessment	3 cr.	BBN

Clinical Experience

EEDUC 7737	Clinical Experience and Seminar in Elementary Education: 1-6	4 cr.	BBN
EEDUC 7109	Seminar in Classroom Inquiry	2 cr.	BBN

TOTAL CREDITS = 37*

* Lesley College reserves the right to revise courses, credits or programs of study to strengthen the academic integrity of the program and/or satisfy external accrediting agencies.

6/96

MIDDLE SCHOOL EDUCATION PROGRAM (5-9)
GENERALIST
BUCKINGHAM, BROWNE AND NICHOLS SCHOOL
Master's Degree Program in Education (M.Ed.)
Leading to Provisional and Standard Certification

Lesley College Graduate School offers a Master's Degree Program in cooperation with the Buckingham, Browne and Nichols School in Cambridge, Massachusetts. Buckingham, Browne and Nichols School is an independent co-educational day school.

PROVISIONAL CERTIFICATION COMPONENT — **16 CREDITS**

•GEDUC 6100	Adolescent Psychology in a Human Development Context	3 cr.	Lesley
•GEDUC 6101	Content Area Reading/Writing/Study Skills: Grades 4-12	3 cr.	Lesley
•GEDUC 5110	Curriculum Planning for Middle School Mathematics	3 cr.	BBN
GEDUC 5108	The Middle School: Philosophy, Curriculum and Instruction	3 cr.	Lesley
GEDUC 7728	Provisional Practicum and Seminar in Middle School Education	4 cr.	BBN

(Successful completion of a 75 hour pre-practicum field experience is required prior to the Provisional Practicum.)

• Required pre-practicum course.

STANDARD CERTIFICATION COMPONENT — **21 CREDITS**

Core Courses in Education — **6 Credits**

Multicultural Education (select one of the following) — 3 cr. Lesley

- GEDUC 5124 Multicultural Issues in Education
- GEDUC 5126 Multicultural Curriculum: Pedagogy and Practice
- GEDUC 5038 Racism in Education: Historical Perspectives and Current Realities

Inclusion-Special Education (select one of the following) — 3 cr. Lesley

- GSPED 5100 Special Needs: An Inclusive Perspective
- GEDUC 5037 Strategies for Full Inclusion

Certificate Specific Courses — **9 Credits**

GCOMP 5100	Computer Literacy for Educators or GCOMP 5106 Integrating Microcomputers into the Classroom	3 cr.	Lesley
GARED 6100	Integrating the Arts into the Curriculum	3 cr.	BBN
	1 Elective in Content Area	3 cr.	BBN
GEDUC ####	Clinical Experience and Seminar in Middle School Education	6 cr.	BBN

TOTAL CREDITS = 37*

* Lesley College reserves the right to revise courses, credits or programs of study to strengthen the academic integrity of the program and/or satisfy external accrediting agencies.

5/94

THE LESLEY COLLEGE-BROOKLINE PUBLIC SCHOOLS INTERNSHIP PROGRAM

Linda M. Olsen, M.Ed., Coordinator

The Lesley-Brookline Internship Program is a teacher training program that was initiated in 1987 between Lesley College in Cambridge, Massachusetts, and the Special Education Department of the Brookline Public Schools in Brookline, Massachusetts. It was born out of the Brookline School administrators desire to have a larger pool of more highly qualified teachers, and Lesley's desire and vision to meet the needs of its community. It was agreed that some of the money budgeted to pay special education aides would be used to pay the Lesley Interns (graduate students) who were placed in classrooms where aides had previously been. Anticipated benefits for the partners were: Brookline would save money because they would be paying the interns only half of what they had to pay the aides, their mentor teachers would be receiving reduced cost to Lesley classes and conferences, mentors would be exposed to innovative teaching and learning strategies from the interns, and Brookline would have a well prepared, on-site pool of new teachers ready to be hired; Lesley would be able to offer to their students a hands-on environment where they could practice their classroom work, and they would be doing it in Brookline, a highly regarded school system.

Design of Model:

Providing a reciprocal learning experience for Brookline mentors and Lesley students is the Program's major goal. The vision of the Special Education Program is to develop reflective collaborative practitioners who are knowledgeable about educational research and trends. The Program strives to graduate highly qualified and confident individuals who can teach in a regular education or special education setting, implementing what they have learned and providing state-of-the-art teaching and learning experiences for all of their students. Up until three years ago, graduates of this Program would receive a master's in education and a standard certificate in Moderate Special Needs (N-9). Because of changes in Massachusetts Certification Regulations, interns are now able to earn a dual standard certification in both Moderate Special Needs (N-9) and Elementary (1-6). People accepted into the program must hold a bachelor's degree and meet requirements of both Brookline and Lesley College. Courses are taken both on the Lesley College campus in Cambridge as well as on-site in Brookline. Participants complete coursework while teaching in the Brookline Public Schools for two years under the supervision of a mentor teacher and a Lesley College adjunct faculty member who serves as the on-site coordinator of the Program. About half of the interns' course fees are waived, and they each receive a $6,500 yearly stipend. Interns are expected to gradually participate in all aspects of teaching including planning, student assessment, team meetings, and parent conferences. They become part of a community of learners in an environment that is both challenging
and supportive.

Impact and Outcomes:

According to a questionnaire given to interns in April of the 1997-1998 school year, special education/elementary interns are drawn to many of the special features of the program, especially the two full-year placements, the opportunity to work in a high quality, diverse school system, as well as the yearly stipend and free credits. After experiencing the program for a year, the Intern-Mentor relationship and the built-in cohort stand out as valuable features which the interns had not anticipated. Mentor teachers and principals were surveyed with a questionnaire at the same time. Mentor teachers expressed their appreciation of the chance to learn and grow and reflect on their own teaching. They find it refreshing to be exposed to new ideas, both from their interns and the workshops they attend. The school principals were uniformly enthusiastic about the Program. Some principals commented they appreciate "the infusion of new ideas" and "the creativity of people in a university setting," as well as the fact that "it sets a different tone in the building. "They describe interns as "well-prepared", "cooperative about taking on additional responsibilities", and "becoming interchangeable with staff members." Several principals have hired former Interns, and others expressed a desire to have more interns in their building. An added bonus of the Program for the past two years has been the Eisenhower/Goals 2000 Preservice Grant which it has received. With these funds, mentor teachers have received a yearly stipend, mentors and interns have had the opportunity to attend conferences and workshops, speakers have been brought to the Brookline site for all staff to hear, curriculum materials have been purchased, and the Coordinator of the Program has had the opportunity to attend and present at conferences around preservice education and the Massachusetts Curriculum Frameworks.

Quotes from some Lesley-Brookline Internship Graduates

"I will take with me the knowledge and skills that came from working in two different Brookline Schools with two very different Brookline mentors. Over these two years I learned to respect, value and admire the teaching profession. I also learned that if you are not an educator, you have no concept of what it is like to spend your day working, teaching, inspiring, modeling, stimulating, and coaching students." Annette M. H., May 1998

"Graduating from this collaborative program has made me realize just how quickly time flies by; the last two years of my life have been filled with constant learning, planning, and of course, teaching. Through the more difficult times, my fellow interns and mentors have aided me with advice and suggestions, a shoulder to lean on, and perhaps most importantly, a sounding board for my ideas and concerns. Thus, I have learned the significance of collaboration in the field of education, not only to help teach our students in classrooms, but to make teaching itself a more enjoyable and interesting experience for educators as well. By pausing to reflect upon these last two years, I am once again made aware of how much I have learned and grown in terms of my commitment and understanding of this profession." Laura P., May 1998.

"In my present position as a resource room teacher for the Milton Public Schools, my abilities are tested daily. Was I ready for this responsibility? I become more and more

convinced of my readiness with each experience when my input is sought after and valued. I even appreciated the comments of a veteran teacher who said, "I keep forgetting that this is only your first year." I took that as a great compliment which said a lot for my readiness." Robert G., February 1998

"As an intern I was able to gain experience in developing and teaching all areas of the curriculum, fostering and maintaining strong relationships with the class parents and school specialists, as well as gaining an immense amount of experience in behavior management in adapting my teaching to meet the needs of all the unique learners in the classroom. Every day was a learning experience for me during my two years of interning." Sarah M., January 1998

Lesley-Brookline Internship Program:

ELEMENTARY EDUCATION (1-6) & SPECIAL NEEDS PROGRAM (Pre-K-9)

A TWO YEAR COURSE SEQUENCE

Summer I

EEDUC 5122	Development and Learning: Psycho-social Perspectives in Education	Lesley	3 cr.
•EEDUC 5121	Literacy: The Integration of the Language Arts	Lesley	3 cr.
•EEDUC 5102	Methods and Materials for Teaching of Elem. School Mathematics	Lesley	3 cr.

Fall I

•ESPED 5100	Special Needs: An Inclusive Perspective	Lesley	3 cr.
ESPED 5114	Creating Effective Teaching and Learning Environments: Pre-K-9	BPS	3 cr.
EEDUC 6014.51	ESL Strategies for Diverse Learners *(one year long course offered every other year)*	BPS	3 cr.

Spring I

ESPED 6124	Assessment and Educational Planning (Pre-K-9)	Campus-B	3 cr.
ESPED 6121	Social Learning Environments and Classroom Life	Lesley	3 cr.
ESPED 7717	Provisional Practicum and Seminar in Special Needs (Pre-K-9)	BPS	4 cr.

Summer II

EEDUC 5104	Literature for Children and Young Adults	Lesley	3 cr.
EEDUC 6102	Language and Literacy: Development and Diversity	Lesley	3 cr.

Fall II

EEDUC 5103	Philosophical and Cultural Foundations of Education	Lesley	3 cr.
ESPED 6122	Alternatives in Curriculum Design and Implementation: Pre-K-9 *(offered every other year)*	BPS	3 cr.

January Mini Semester

ESPED 7101	Collaboration and Consultation	Lesley	3 cr.

Spring II

ESPED 7102	Advanced Assessment and Educational Programming: Pre-K-9	Campus-B	3 cr.
ESPED 7720	Clinical Experience and Seminar in Special Needs (Pre-K-9)	BPS	4 cr.
ESPED 7104	Seminar in Classroom Inquiry	BPS	2 cr.

TOTAL CREDITS = 49-52*

• Required pre-practicum course.

* Lesley College reserves the right to revise courses, credits or programs of study to strengthen the academic integrity of the program and/or satisfy external accrediting agencies.

5/97